DOCUMENT RESUME

ED 327 837 CS 010 395

AUTHOR Kremen, Phyllis G.
TITLE Transfer to Success.
PUB DATE Nov 90
NOTE 5p.; Paper presented at the Annual Meeting of the College Reading Association (34th, Nashville, TN, November 2-4, 1990).
PUB TYPE Speeches/Conference Papers (150) -- Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Content Area Reading; Course Content; Critical Reading; Higher Education; Instructional Effectiveness; Reading Strategies; *Remedial Reading; Student Attitudes; *Study Skills
IDENTIFIERS Seton Hall University NJ

ABSTRACT

The developmental college reading course at Seton Hall University has a traditional emphasis on literal, evaluative, and critical reading instruction. The course also has the objective to enable students to carry from the course the skills to be successful and confident in other reading intensive courses. "Transfer days" are thus begun; students bring textbooks from their most difficult courses, write "strategies" in class for attacking these books, and then take the completed strategies to peer response groups which test the strategies. Students get over their insecurities concerning reading intensive courses, feel they are in charge of their own learning experience, and enjoy this fresh approach to learning study skills. (RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED327837

Phyllis G. Kremen

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Phyllis G. Kremen
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

TRANSFER TO SUCCESS

The objectives for "Transfer to Success - A Study Skills Exercise" are to convey a meaningful approach to teaching study skills to college reading instructors. It is so important to share meaningful classroom experiences with other professionals in the field.

This paper outlines the approach taken with three developmental college reading classes at Seton Hall University in South Orange, NJ. The course progressed with a traditional emphasis on literal, evaluative and critical reading instruction. It also had the objective to enable students to carry from the course the skills to be successful and confident in other reading intensive courses. "Transfer days" were thus begun. Students brought texts from their most difficult reading intensive courses: English Composition, Sociology, Psychology, Black History, and Western Civilization. In class, students wrote strategies for "attacking" these text books. They then took their completed strategies to their peer groups. Members of every peer group exchanged stragegies and texts. They "tested" each strategy by performing the assignment the strategy was designed for in the textbook. In my presentation, I will show examples of the

CS010395

strategies which the students devised and their evaluative comments on the strategy.

This paper is intended for instructors who teach reading skills as a functional feeder into other reading intensive courses. The means of presentation of this paper will be a lecture. Time will be alloted for comments and for participation from the audience.

Transferring to reading success is a study skills exercise. This activity was accomplished in developmental reading classes for freshman at Seton Hall University. Reading instruction was lifted out of their reading texts, Guide to College Reading by Kathleen T. McWhorter and Thinking Critically by John Chaffee, to their course texts used in reading intensive university courses. The students wrote and exchanged study strategies based upon previous reading skill instruction. This activity afforded students the opportunity to discover college reading reqiuirements. They also gained confidence in entering other courses in the humanities.

This exercise developed from a need I noticed when observing how little students were obtaining from traditional text-based study skills instruction. The text instruction was based on SQ3R [study, question, read, re-read]. The students seemed "turned of" by instruction based on lessons from other texts, that the students did not use; but rather that the publishers used for references as tools to teach study skills. I questioned from their in class attitudes just how much transfer skills would be utilized when in the confines of their own study environments.

I decided to use a strategy based upon what the students had been taught all semsester. The students had a journal approach to vocabulary. Every Friday all my developmental students had a reading vocabulary check. The individualized vocabulary lists were from any reading they had done during the previous week. For the check every week the students just had to look up the words and define them in their journals. Previewing instructions were from activities in their text by McWhorter. The comprehension skills were from Chaffee and McWhorter. Both texts stress the need to think about a text before reading it. The texts, also, stress forming questions before reading or to use author's question if available and use these questions to promote concentration. Students were encouraged to actively engage themselves with their texts. They were instructed to underline main ideas and to take notes while they were reading. They were also instructed to "play professor;" to see if they could ascertain what test questions

could be employed to evulate their comprehension.

The developmental students were required to bring their most difficult texts to class for "transfer days." They were instructed to fill out the transfer form as a strategy to study their most difficult reading text. The students did this assignment on WORDPERFECT in the Learning Assistence Center. When their transfer studies were completed they then made two hard copies of their strategy. They had to switch strategys and textbooks with three other students. This was done in four class sessions. Students had to complete the strategys of three other students. When they were done they had to give them back to the "designer" to be corrected.

They evulated each other's study attack! Remarks flew around the room like: " pages numbers weren't written, your questions were too broad, you didn't look up all the 'hard' words, and how can I read and understand without the approporiate vocabulary." Their questions and responses were far more critical than mine. The exercise gave the students the opportunity to discover what the reading requirements for their other courses would be. [courses like: Western Civilization, Psychology, English 1201, Sociology, Religion, Logic and Communications]

There were numerous benefits to this strategy lesson that began only as a study skills exercise. Student got over their insecurity over taking course they thought would be too difficult. They gained increased confidence that they could handle reading intensive courses. They felt this was the most wonderful course they ever took because it taught them how to cope!

I wanted to share this with you beacuse it is the most successful approach I have ever utilized to attack the teaching of study skills. A subject students often dread. They seemed to enjoy this fresh approach. They felt they were in charge of their own learning experience. The knowledge they gained was especially significant because it was what their peer thought significant.